**Australian Voices and The Happiest Refugee – Year 10**

**Content – possibly ten weeks**

In this unit students will explore what it means to be Australian and consider the range of Australian voices particularly in literary texts. Students will begin by exploring their assumptions and attitudes about what it means to be Australian and what makes us distinctively Australian. Australian stereotypes will be examined. A range of texts, mainly poetry, about the indigenous experience will be examined, as well classic Lawson stories about early white Australian experience in the bush and a Tim Winton story about the experience of suburbia. Students will explore the literary form and techniques in these pieces and revisit independent reading techniques as they respond to these texts and consider the ideas, themes and issues they explore. An opportunity to informally share favourite Australian poems and songs will allow for further discussion of different Australian voices. Students will develop their creative writing skills, by writing a creative response to the texts explored, focusing on effective use of viewpoint, tone, verbs etc. An accompanying commentary will allow them to demonstrate how this creative response reflects their understanding of the themes, ideas and language use in these texts. Students will then move on to study The Happiest Refugee. Explicit teaching about the nature of memoir as compared to other forms will occur. Students will develop their collaborative skills and thinking skills by creating posters about sections of the memoir, using guiding higher order thinking questions to consider the ideas, issues and themes being presented and the different way in which these ideas are presented as compared to one other text previously explored in the unit. Presentation of key three ideas on these posters to the class will allow for students to informally practise their oral speaking skills and to develop their ability to prioritise and order their thinking. Note taking and summarising skills will also be developed as students take notes from each other’s work and teacher’s added observations. An opportunity to reflect on the kind of Australian voice the memoir presents will be given to students before they move into preparing a comparative essay on the memoir and one other text studied in the unit. The ideas, issues and themes (concepts) in the two texts will be compared. Comparative planning grids will be employed to assist students in structuring

**Key Terms**: Text to self, text to world, text to text (connections), prediction, questioning, inferring, main idea, key vocabulary. Imagery , metaphor, simile, personification, rhyme, rhythm, memoir, narrative viewpoint, first person, stolen generation, indigenous, Vietnam, Vietnamese boat people. Ideas, issues, theme.

**Students will understand that**

Traditional Australian stereotypes are limited and do not encompass all of Australian experience

Distinct Australian voices have arisen in literature, through colonisation, settlement in the bush, suburban life and immigration.

Poetry and narrative use different techniques to convey similar themes.

Choices made in language style, narrative viewpoint and structure and tone can create different emotional impacts for the reader.

Humour, resilience, courage, family and survival in harsh landscapes are important ingredients of the Australian cultural history and literary identity.

**Students will know**

The history and geography of Vietnam

The basic facts of The Vietnam War

The history of Australia’s intake of Vietnamese boat people

The plot, structure, language use and characterisation in a number of classic Australian texts and Anh Do’s The Happiest Refugee

Literary and structural techniques employed in poetry, narrative and memoir

The particular messages of indigeneous poetry, Lawson stories and Anh Do’s memoir

**Students will be able to**

Draft creative responses – using language appropriate for the relevant form and character and ideas being explored in their response

Explain the thinking behind their creative response orally and in writing

Respond to an essay title by structuring ideas

Support ideas for comparative text response with relevant quotations

Use quotations of appropriate length

Use connecting words and phrases to develop their argument

Write descriptively employing appropriate vocabulary for the form, purpose and audience

**Resources**

Copies of texts- see wiki and/or course hub

Study guides etc for The Happiest Refugee – see the wiki

Reading and Creating, Reading and Comparing – Oxford Textbook – two copies in Byrne House

English for the Australian Curriculum Volume 2 – useful activities for poems and copies of Australian texts and images – class set of these in store room of Byrne House ( please return there).

**Assessed requirements – CAIs**

Writing Folio – Creative Response to Australian texts

Text Response – Comparative Essay – comparison of THR and another text.

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| Learning Activity | Student Product | Formative/Summative |
| Weeks 1-6  Intro to course. Please tell students they must have paper and pen for all classes.  Students told that study of The Happiest Refugee will begin in week 5, must have read all of memoir by then for test. Please inform parents via Daymap.  Students will begin start of lessons reading the novel and text coding with post it notes – particularly for second read through up until study of novel in class begin.  Teachers will need to remind students of strategies - t-s, t-w , t-t, prediction, questioning, inferring, visualising, main idea, interesting vocabulary. This will be done by modelling using the first chapter of The Happiest Refugee (THR) (Please note Selected, short excerpts only will be read in class – linked to discussion and study only)  Activity 1- suggest laptops closed during below.  What is the Australian stereotype? Discuss and brainstorm stereotypes of another country as an exampleThen Think, pair, share. Think = written list or drawings of typical Australian(s). Then share in pair and discuss as a class and write up stereotypes. Prompts could be to get students to think about Australian stereotypes in terms of behaviour, dress, beliefs, attitudes, values.  Students are likely to come up with:  Male, ocker, hats with corks, beer, sports men, surfers, BBQs, beach lovers etc.  Compare with students in room and ask who does fit the stereotype. Students should realise the stereotype is limited.  Where does the stereotype come from?  What actually does make us Australian?  Class discussion. One or all of questions below could be used during discussion.  .  What makes your proud or ashamed about Australia and Australian culture?  What do you think it means to be Australian?  Does Australian culture encourage inclusiveness or exclusiveness?  What are the minimum requirements for being Australian?  How useful are our national stereotypes in allowing us to live together harmoniously and helping people feel included?  What role does Australia’s recent history as a prison have to play?  End this discussion with their writing by hand in silence for ten minutes using notes from discussion. Writing could be in response to the question ‘What does it mean to be Australian?’ Writing not for assessment – to be reviewed by end of unit by students. Handwritten piece – to be used diagnostically by teachers. Collected at end of this learning sequence. Teachers will need lined paper – see storeroom in Byrne House.    Remind students to bring memoir The Happiest Refugee next lesson. | Notes on Australian stereotype  paragraph bringing ideas together on being Australian | F – notes and discussion  F |
| Discuss with students that there is a range of Australian voices depending on ethnicity, background etc. Leads into study of range of Australia voices through Literature  Kiakatoo – poem about massacre of indigenous people  (storyboards or story or particular scene  Municipal Gum  We are Going  No More Boomerang  Archie Roach – took the children away – show them the Youtube clip <https://www.youtube.com/watch?v=aywDT6yHMmo>  <https://www.youtube.com/watch?v=zLXzKYP1uCw>  Extract of Sally Morgan?  Uplifting – Yotha Yindi –Treaty? https://www.youtube.com/watch?v=S7cbkxn4G8U  Look at four using strategies outlined on page 40 of English for The Australian Curriculum Book 2 (class set in store room). Teacher will need to explain/re-visit some terms such as personification etc.  Then pick two detailed comparison.  Venn Diagram – similarities and differences  What kind of Australian voices are these? Indigenous Australia is at odds with national identity? True?  Voice of victimised and oppressed people. White people don’t have understanding or compassion. Schism in relationship between indigenous and white. Good idea for students to write a paragraph summing up their view of the kind of Australian voices/songs these poems represent.  Discuss students’ experiences of the bush. Students draft descriptive piece about their experience of the bush in Australia or elsewhere. Discussion of effective descriptive writing – strong verbs, precise sense of place, showing rather than stating emotions evoked by the landscape etc. Consideration of narrative viewpoint (who is narrating the description?) and tone also needed.  The Loaded Dog  The Drover’s Wife (other versions – The Chosen Vessel) – Australian Curriculum Text – includes Russell Drysdale painting and The Pioneer Frederick McCubbin. (There’s a woman in it too – but she doesn’t count!!!)  Dorothea MacKellar – My Country – (<https://www.youtube.com/watch?v=hSJq9-KhNDY> = 1972 ad about not littering with little boy reciting this poem)  That There dog of mine?  Compare their experiences of the bush with above – differences and similarities.  How has the Australian sense of self and ‘Australian character’ been shaped by relationship to the land? Class Discussion.  Ask students to share favourite Australian poems (could be a song). Why have they chosen them? What ideas about Australia does the poem/song convey? To share with class – not as formal oral.  Suburban Australian experience. Students discuss their relations with neighbours.  Reads ‘Neighbours’ by Tim Winton to class. How does this story relate to our sense of Australian identity?  Writing Folio Piece. Range of options:  1 – Final copy of draft about bush  2 – Prologue, epilogue, re-interpretation of one of short stories studied. Re-interpretations can be telling story from another perspective, or in modern context, or different Australian setting. (The Lighthouse Keeper’s Wife)  3 – Own original story – exploring themes, issues and ideas discussed so far in the unit.  3 – Own poem exploring ideas, issues and themes discussed so far in the unit.  Prose length minimum = 600 words  Poem length – 20 – 25 lines –lots of drafting expected! (No short crap or long crap or acrostic poems etc).  The piece (whichever they do) must be accompanied by a commentary or at least 250 words which explains the intentions of the piece, the reasons for the language choices and the Australian voice being represented. What kinds of Australian experience are being represented in this piece?  Suggest drafting in class time and then dedicating a double in class to doing the final copy in exam conditions. Collect this in and then return in a single for students to write their commentary again in exam conditions. | Student notes on techniques and messages in poems including Venn diagram  Draft of descriptive piece  Notes on stories and comparison with their bush experience and those in stories  oral skills – sharing poems/songs  Notes on ‘Neighbours ‘  **Writing Folio Piece – creative response to texts explored with commentary.** | F – understanding of poetry  F – descriptive writing  F  F  F  S |
| Weeks 7-10 The Happiest Refugee  Please note – only very short excerpts to be read aloud in whole class situation and then only for class discussion and  Background on:   1. Boat People to Australia in 1970s 2. Vietnam and The Vietnam war – I was Only 19 – youtube https://www.youtube.com/watch?v=Urtiyp-G6jY   Knowledge test on text – will take about 5 – 10 minutes. Please let me – WHI know of who has clearly not read the book. I would like to talk to student and parents.  Discussion of the memoir form is necessary. First person, not always highly ‘literary’ (a more conversational style) etc. Chronological structure should also be discussed – memoirs do not have to actually start with the birth of the author and work through! Comparison with short story and poetry form would be useful – looking forward to final essay.  Ask students to do a 3-2-1 on the text. Write down three key messages/ideas the text contains, two questions they have (can be about anything in relation to the text) and one analogy (what does the text remind them of?– could be experiences, another memoir, novel, film, video game etc). They do this alone then share as a class. The three ideas part of this thinking routine is a useful way into exploring the presentation of ideas, issues and themes in the text. It may be appropriate to explore what led to their views on the messages and draw up a two column chart of messages and reasons for that idea. Thus you begin with a very generalised summary of some key ideas the text explores such as the importance of hard work, the key role of the father and the impact of parents in general, the importance of pride, the resilience of the human spirit etc. This will support students in the next activity.  Divide text into sections and allocate section to pairs. Each pair should:   1. Create a poster about their section 2. Post on to the course hub their notes (that have also been printed off and stuck on to the poster.)   Posters to contain:   1. A very short summary of their section – try for 50 words max. 2. An explanation of some key concepts or ideas this section explores such as the importance of resilience, optimism, hope etc, with quotes to support each idea. Students should try to say HOW this section achieves this – through personal expression of values, through representation of particular event, through actions of a character? Aim for at least two ideas and at least a quote for each. 3. A comparison of this section with one of the texts already studied in class in this unit. To assist with this comparison students may wish to answer the following questions ensuring they have at least one quote from each text to support their thinking: 4. What kind of language style is employed in both texts? 5. What kind of characters are encountered? 6. Where are the two texts set? Both geographically and in time. 7. How different or similar are the messages of these two texts? A Venn diagram could be used to present their ideas.   The students doing the section about the journey on the boat (pages 13 – 26) may wish to make a comparison of that section with <http://www.sbs.com.au/theboat/>. This is a beautiful interactive version of a short story by Nam Lee. Comparisons of how the visual/aural/written language in this presentation and the language of Do’s descriptions work to stress ideas of courage and the importance of family could be explored. Alternatively you may wish to compare these sections  as a whole class as a way of modelling what they need to do.  When the posters are finished. Students should present them to the rest of the class, choosing their three most important points to share. Time for students to read each other posters will be also be given and students should also post copies on to the course hub. Sections should be presented in the order they occur in the memoir.  The teacher can add additional observations during these presentations  After presentations ask students some questions:  ‘What is the purpose of the prologue?’  What kind of Australian voice is The Happiest Refugee?  Would you consider Anh Do to be Australian? Why?  How do you think his story and memoir are helpful to Australians? How might this memoir add to and consolidate Australians’ identification with themselves as optimistic, egalitarian, humorous and multicultural?  Ask them to return to what they wrote after the discussions about Australian stereotypes etc. in the first week or so of the unit. Ask them to add some sentences to this now and discuss their differing views as a result of reading the poems, stories and Anh Do’s memoir.  Class discussion of above. | Student notes on historical and social context  Knowledge Test – to ensure text read.  Notes on form of memoir and how compares to other forms  321 notes – by student  Posters by students on section of memoir – including comparison with other text studied in unit  Student notes on posters  Student notes reflecting on memoir and the kind of Australian voice is represents as well as purpose of prologue. | S – Knowledge test.  F – und of form  F  F  F  F |
| You will then need to move into preparing for a comparative essay, comparing The Happiest Refugee with a text(s) also studied in this unit. Students can choose a short story or one of more poems. It is important to stress to students that they should compare HOW both texts present their ideas. The rubric for this task is on the wiki.  The Oxford text book Reading and creating, Reading and Comparing pages 141 to 145 contains a useful template for a comparative essay and many ideas on how to help students compare. At least two copies of this text book are in Byrne House staff room. If the book is considered useful I can order more. Student posters will also be helpful  Suggest drafting in class then doing the final copy in a double under exam conditions. Number of words 600 – 1200?  You may wish to specify what is compared.  The Year 10 team may wish to create three set essay titles that all will do.  A number of study guides and other resources for this text are on the wiki. | Notes and plans for comparative essay.  **Comparative Essay on THR and another text** | F  **S** |

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| 3-2-1 Bridge A routine for activating prior knowledge and making connections | | |
| http://pzweb.harvard.edu/vt/VisibleThinking_Images/spaceholders/blank.jpg | |  |  | | --- | --- | | **Your initial responses to the topic**  3 Thoughts/Ideas  **2 Questions**  **1 Analogy** | **Your new responses to the topics**  3 Thoughts/Ideas  **2 Questions**  **1 Analogy** |   http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/321Bridge/bridge.jpg  Bridge: Explain how your new responses connect to your initial responses? | http://pzweb.harvard.edu/vt/VisibleThinking_Images/spaceholders/blank.jpg |
| **[http://pzweb.harvard.edu/vt/VisibleThinking_Images/icons/off/print_off.jpg](http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Understand_pdfs/VT_321Bridge.pdf)**  **Purpose: What kind of thinking does this routine encourage?** This routine asks students to uncover their initial thoughts, ideas, questions and understandings about a topic and then to connect these to new thinking about the topic after they have received some instruction.  **Application: When and Where can it be used?** This routine can be used when students are developing understanding of a concept over time. It may be a concept that they know a lot about in one context but instruction will focus their learning in a new direction, or it may be a concept about which students have only informal knowledge. Whenever new information is gained, bridges can be built between new ideas and prior understanding. The focus is on understanding and connecting one’s thinking, rather than pushing it toward a specific outcome.  **Launch: What are some tips for starting and using this routine?** This routine can be introduced by having students do an initial 3, 2, 1 individually on paper. For instance, if the topic is “democracy,” then students would write down 3 thoughts, 2 questions, and 1 analogy. Students might then read an article, watch a video, or engage in an activity having to do with democracy. Provocative experiences that push students thinking in new directions are best. After the experience, students complete another 3,2,1. Students then share their initial and new thinking, explaining to their partners how and why their thinking shifted. Make it clear to students that their initial thinking is not right or wrong, it is just a starting point. New experiences take our thinking in new directions.  http://pzweb.harvard.edu/vt/VisibleThinking_Images/homepage_images/VT_logo_copyright.jpg | | |